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ABSTRACT

The final evaluation of Columbus, Ohio's 2-year bilingual education program for limited-English-speaking Indochinese children in grades 6-12 is presented. The program provided intensive instruction in English as a second language (ESL) and native language assistance in content area subjects. Students were pre- and post-tested to determine program effectiveness. The report describes the program structure, objectives, and evaluation process, and presents the evaluation results. Of the 390 students served, over half were in high schools, with the remainder in middle schools. Most had been in the United States less than 3 years and over a third had had no prior schooling. The project attendance rate was high, with an average of 5.8 hours of instruction per student per week in class, mostly for ESL instruction. The program had mixed results, with most, but not all, academic objectives being achieved, while others could not be assessed. Gains were found in oral language, reading, and mathematics. A need for continuing educational opportunities for this growing population is stressed. (MSE)

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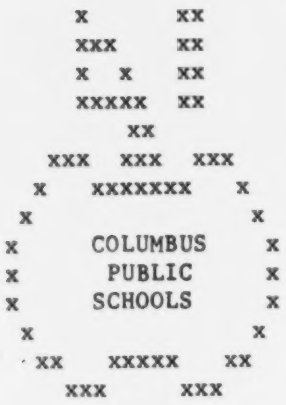
ESEA Bilingual Education Act - Title VII

FINAL EVALUATION REPORT
BILINGUAL SECONDARY SCHOOL PROJECT

November 1988



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FINAL EVALUATION REPORT
BILINGUAL SECONDARY SCHOOL PROJECT
1987-88

ABSTRACT

Description: The Bilingual Program for Indochinese Secondary Students was conducted in grades 6-12. Funding for this program was made available through 1987 renewal funds of Title VII Bilingual Education Act.

The goal of the program was to provide educational opportunities for all limited English proficient pupils whose primary or home language is other than English (PHLOTE) by providing intensive instruction in English as a second language (ESL) coupled with native language assistance in content area subjects. Teachers and bilingual aides coordinated their instructional efforts and attended inservice programs to better understand Indochinese cultures and develop effective classroom management techniques for these students. In addition, a program supervisor and two coordinators managed the program and acquired appropriate materials for use with target pupils. The program was conducted at Champion, Crestview, Hilltonia, and Mohawk Middle Schools and East, Eastmoor, Linden McKinley, South, Walnut Ridge, and West High Schools.

Time Interval: For evaluation purposes, the program began September 14, 1987 and continued through April 29, 1988. Students included in pretest-posttest analysis must have attended 114 or more days during this time period.

Activities: Fourteen program teachers provided English as a second language to pupils for one to three periods during the school day. During the remainder of the day, pupils attended regular classes and received tutoring and native language assistance from 11 bilingual aides.

Program Objective: Objective 1.1 stated that 70% of pupils who are enrolled in the program for at least 80% of the days the program operates and score 3 or below on the oral language pretest will show at least one level of growth on the posttest. Objective 1.2 stated that 70% of pupils tested in Objective 1.1 who are in project schools will maintain their posttest levels. Objective 1.3 stated that project pupils enrolled 80% of the days the project operates will show a statistically significant ($p<.05$) gain in reading and math when compared to comparable pupils not served by the project. Objective 1.4 stated that information will be collected on project pupils such that a report can be prepared regarding pupils' educational background, project activities, instructional materials and methods, time spent on specified activities, dates of entering and exiting the project, and project personnel serving pupils. Objective 1.5 stated that data on project and comparable non-project pupils be collected to prepare a report regarding grade retentions, dropout data, absenteeism, referral to special education, placement in a gifted program, and post-secondary education. Objective 1.6 stated that all project teachers will report inservice was worthwhile and assisted them in understanding the culture of project pupils and developing effective classroom management techniques. Objective 1.7 stated that all bilingual aides will report inservice was valuable to them in carrying out their job responsibilities. Objective 1.8 stated that 70% of a sample of non-project staff will report improvement in English proficiency of 80% of project participants.

Evaluation Design: Assessment of the growth in oral language skills was accomplished through collection and analysis of the Oral Production subtest of the Language Assessment Scales (LAS; Duncan and De Avila, 1982) Level II, Form A. Analysis of data included comparison of pretest and posttest scores in terms of frequencies and percents. Performance in mathematics and reading was assessed with the Brigance Diagnostic: Comprehensive Inventory of Basic Skills (Brigance, 1983) and Inventory of Essential Skills (Brigance, 1981) respectively. A *t* test analysis of gains in number of correct responses on pretest and posttest administrations of reading and mathematics tests was used. The design and implementation of a computer information system was used for collection of additional information on all district pupils whose primary or home language was other than English (PHLOTE). Locally constructed surveys were used to obtain data from staff involved in the program.

Major Findings/Recommendations: An analysis of data showed that of the 390 pupils served, 171 were at the middle schools and 219 were at the high schools, and 56.7% of all pupils were males. The national origin of approximately 51% of pupils new to the district was Cambodia (25%) or Laos (26%). It was estimated that approximately 68% of these pupils had been in the United States three years or less and approximately 39% of them had no schooling prior to coming to the United States.

The average days of pupil attendance was 107.8 days. The project attendance rate for project pupils was 93.9%. The average hours of instruction per week was 5.8 hours. It was estimated that project teachers provided pupils instruction in English an average of about 3.8 hours a week. Bilingual aides tutored pupils in subject matter area an average of about 1.5 hours per week, and provided native language instruction an average of about seven minutes during a week.

Objective 1.1 was not achieved since only 50.0% of the project pupils showed one or more levels of growth in oral language. The criterion was 70%. Objective 1.2 was achieved with 97.1% of the pupils tested as part of Objective 1.1 at least maintaining the pretest-posttest growth on the follow-up administration of the oral language test. Objective 1.3 could not be assessed since an adequate comparison group could not be found. However, project pupils showed statistically significant ($p<.01$) growth between pretest and posttest in both reading and mathematics. Objective 1.4 and Objective 1.5 were achieved resulting in the reporting of a variety of factors regarding pupils' service patterns, instructional program, and significant educational events. Objective 1.6 was not achieved with only 78.6% of the teachers reporting that project inservice was valuable to them in developing effective classroom techniques. The criterion was 100%. Objective 1.7 was achieved with all project bilingual aides reporting that the inservice was valuable to them. Objective 1.8 was achieved with 77.5% of non-project staff reporting improvement in the language proficiency of 86.0% of the project pupils.

Over the two years of the project, the project had 15 objectives. Of this number 10 (66.7%) were achieved, 3 (20.0%) were not assessed, and 2 (13.3%) were not achieved.

Evaluation findings support the need for continuing to provide educational opportunities to limited English proficient pupils. Therefore it is recommended that funding sources and methods for serving LEP pupils continue to be explored.

ESEA Bilingual Education Act - Title VII

FINAL EVALUATION REPORT
BILINGUAL SECONDARY SCHOOL PROJECT

November 1988

The recent influx of Indochinese refugees into the Columbus metropolitan area has presented the school system with special problems in the education of Indochinese pupils, particularly at the secondary level. The Indochinese pupils served by this project are from low income families, and have serious English language and academic deficiencies, the latter fact exacerbated by the lack of educational opportunities in Indochina since 1975. The problem of educating these pupils is compounded by the fact that they are from various countries in Indochina, such as Cambodia, Laos, and Vietnam, each with its own language and customs. In addition to Indochina, pupils from other non-English speaking countries have also been entering the district in increasing numbers. The language minority pupil population has grown and now represents 80 national origins and 48 languages and dialects. The school system, on the other hand, has had few material resources and trained personnel to cope with the new immigrants. Because of this need, the present project was initiated. Funding for this project was made available through renewal funds from Title VII ESEA Bilingual Education Act.

The goal of the program was to enhance the educational opportunities for all limited English proficient (LEP) pupils whose primary or home language is other than English (PHLOTE) by providing intensive training in English, while at the same time assisting academic progress through native language support. Included in the goal were the development of a staff with requisite skills to serve the needs of pupils and the increased involvement of parents in the educational process.

Depending on their assessed need, project pupils participated in an intensive program of English as a Second Language (ESL) for one to three periods during the school day. This phase of the project employed three teachers and eleven tutors. These personnel were funded from a combination of school district funds, Transition Refugee funds, and Emergency Immigrant funds. During the remainder of the school day, the pupils attended regular classes, but received tutoring and support in content area subjects. This phase of the project employed nine bilingual aides funded by Title VII funds and two bilingual aides funded by the school district. The teachers and bilingual aides coordinated their instructional effort. In addition, the school district provided for two coordinators to manage the project, as well as locate, develop, and distribute resource materials. The project supervisor and assessment center coordinator were funded by ECIA Chapter 2 funds. The project was conducted in 10 secondary schools selected on the basis of their LEP pupil populations:

East High School
Eastmoor High School
Linden McKinley High School
South High School
Walnut Ridge High School
West High School
Champion Middle School
Crestview Middle School
Hilltonia Middle School
Mohawk Middle School

The remainder of this report is divided into four parts: (a) An outline of the evaluation design by objective, with a brief description of the expected outcome; (b) a summary of results for each objective; (c) an overall summary of results for the 1987-88 school year; and (d) an appendix of evaluation instruments used during the 1987-88 school year.

Evaluation Design

Objective 1.1

Seventy (70) percent of the pupils who are enrolled in the project for at least 80 percent of the days the project operates and who score 3 or below on the Oral Production subtest of the Language Assessment Scale (LAS) on the pretest, will show at least one level of growth on the posttest.

Evaluation activities associated with Objective 1.1 would include the collection of pretest-posttest data for project pupils regarding the change in their English language skills. These data would be analyzed by the Department of Evaluation Services and the results subsequently reported to project personnel. In addition, a computer file would be established to provide a means of tracking pupils and documenting enrollment and attendance data on project pupils.

Objective 1.2

Seventy (70) percent of the pupils tested as part of Objective 1.1 and who are in project schools will maintain their posttest levels on the Oral Production subtest of the LAS.

Evaluation activities associated with Objective 1.2 would include creating computer files of pupils to be followed up and retested in May 1988. These data would be analyzed by the Department of Evaluation Services and results subsequently reported to project personnel.

Objective 1.3

Project pupils who are enrolled for at least 80% of the days the project operates will show a statistically significant ($p<.05$) gain in reading and math when compared to comparable pupils not served by the project.

Evaluation activities associated with Objective 1.3 would include the collection of pretest-posttest data for project pupils and comparable non-project pupils regarding the change in reading and math scores between November 1986 and November 1987. Computer files of pretest, posttest, and attendance data for these pupils would be created and maintained. These data would be analyzed by the Department of Evaluation Services and results subsequently reported to project personnel.

Objective 1.4

To collect pupil profile information on project pupils such that a report can be prepared regarding each pupil's educational background; project activities; instructional materials and methods used; time spent on specified activities; dates of entering and exiting the project; and project personnel who served the pupil.

Evaluation activities associated with Objective 1.4 would include distribution of a locally constructed form to collect data specified in Objective 1.4 on all project pupils. Project teachers would maintain a form for each project pupil. The Department of Evaluation Services would analyze data obtained from the forms and results subsequently reported to the project personnel.

Objective 1.5

To collect data on project and comparable non-project pupils such that a report can be prepared regarding grade retentions; dropout data; absenteeism; and other significant educational events such as referral to special education, placement in a gifted program, and post-secondary education.

Evaluation activities associated with Objective 1.5 would include the distribution of a locally constructed form to collect data specified in objective 1.5 for project pupils and comparable non-project pupils. Project teachers would maintain a form for each project and comparable non-project pupil. The data obtained from the forms would be analyzed by the Department of Evaluation Services and results subsequently reported to the project personnel.

Objective 1.6

All of the project teachers will report that inservice training was worthwhile and assisted them in understanding the culture of project pupils and in developing effective classroom management techniques for project pupils.

Evaluation activities associated with Objective 1.6 would include the administration of a survey instrument for teachers to assess the value of inservice training provided during the project. Data obtained from the survey would be analyzed by the Department of Evaluation Services and the results subsequently reported to the project personnel.

Objective 1.7

All bilingual aides will report that inservice training was valuable to them in carrying out their job responsibilities.

Evaluation activities associated with Objective 1.7 would include the administration of a survey instrument, for bilingual aides to assess the value of inservice training provided during the project. Data obtained from the survey would be analyzed by the Department of Evaluation Services and the results subsequently reported to the project personnel.

Objective 1.8

Seventy (70) percent or more of a sample of non-project staff in project schools will report improvement in the English proficiency of at least 80% of the project participants.

Evaluation activities associated with Objective 1.8 would include the administration of an instrument for non-project staff to use in rating the improvement of the English proficiency of project pupils. Data obtained from the surveys would be analyzed by the Department of Evaluation Services and the results subsequently reported to the project personnel.

Results

Objective 1.1

A major part of the evaluation activities associated with Objective 1.1, to design and implement a computer information system that would provide both program service data and test data on all district PHLOTE pupils, was completed. Software that was developed for the project was used to print a Service Form (Appendix A) for each pupil. The Service Form was used to track pupils that moved from one school to another and to collect pupil enrollment and attendance information. A Service Form was completed by project teachers and coordinators at the end of the school year. All data were maintained on a computer file.

To assess the growth in English language skills of project participants, the Oral Production subtest of the Language Assessment Scales (LAS; Duncan and DeAvila, 1982) Level II, Form A was used. The LAS is an individually administered test with five subtests. The Oral Production subtest requires the pupil to retell a story for the purpose of assessing language proficiency based on natural speech. It provides a score from 1 to 5. Associated with the Oral Production scores is an oral proficiency level of non-speaker to fluent speaker. Table 1 contains a description of these oral proficiency levels with the scores.

The Oral Production subtest was not administered in October 1987. Project staff felt that results from the LAS were of little educational value because pupils have taken the LAS repeatedly over the years. Therefore the growth in English language skills between October 1987 and May 1988 as stated in the evaluation design was not assessed. To determine the pretest-posttest gain in English skills an analysis of Spring 1987 and Spring 1988 scores was conducted. This represented a 12-month interval between administrations of the LAS, which is the time period specified in the federal regulations for evaluation.

There were 305 pupils with scores from Spring 1987 and 331 pupils with scores from Spring 1988. Computer files with test data and attendance data were matched to determine the number of days pupils received project services. The maximum days of project services were 143. To meet the 80% attendance criterion for Objective 1.1, pupils had to attend the project 114 or more days.

A total of 176 pupils had both an Spring 1987 and a Spring 1988 LAS score. Of these 176 pupils, 140 had a Spring 1987 LAS score of 3 or less and received project services for 114 or more days. The average number of days attended by these pupils was 135. An analysis of gain scores showed that 50.0% (70) of these pupils gained one or more levels on the Oral Production subtest between Spring 1987 and Spring 1988. Table 2 contains data regarding pupils' LAS gain scores by grade level. Objective 1.1, that 70% of the pupils who are enrolled in the project for at least 80% of the days the project operates and who score 3 or below on the Oral Production subtest of the Language Assessment Scales (LAS) on the pretest will show at least one level of growth on the posttest, was not achieved.

Table 1

Production Level with Description of Proficiency for Each Level

Oral Production Level	Proficiency Level	Description
1	NON SPEAKER	At level 1, the student produces only isolated words and expressions. While there are some differences across the age groups, they are very slight at this level of performance.
2		At Level 2, a few isolated phrases and fragmented or very simple sentences are usually incoherent and may be difficult to associate with a story line.
3	LIMITED SPEAKER	At Level 3, complete sentences are produced, often with systematic errors in syntax. Sentences are longer and more coherent than in Level 2. The most salient characteristic of Level 3 is that a more or less complete version of the story is produced, although the sentences, while more coherent than in Level 2, may be awkward, and syntactic errors tend to repeat themselves. Thus, while the student may be able to produce sufficient vocabulary and facts necessary to retell the story, she/he has difficulty in combining the words with the same facility as that of the proficient speaker. It is also not uncommon to find some language mixing at Level 3.
4	FLUENT (PROFICIENT) SPEAKER	At Level 4, the student produces a complete version of the story in coherent sentences with native-like fluency. While there may be occasional errors in either syntax or vocabulary, these are errors which would not be uncommon among native speakers. The main difference between Level 4 and 5 is that the former is often a more limited version in terms of vocabulary and syntactical complexity.
5		At Level 5, the student produces complete sentences which are coherent, syntactically correct for his/her developmental age, and overall is an articulate, proficient native speaker.

Note. Based on Duncan and De Avila, 1982

Table 2

Number and Percent of Pupils and
LAS Gain Scores Between Spring 1987
and Spring 1988 By Grade Level

		LAS Gain Scores							
		-1		0		+1		+2	
Grade	N	N	%	N	%	N	%	N	%
7	22	2	9.1	6	27.3	12	54.5	2	9.1
8	21	1	4.8	12	57.1	4	19.0	4	19.0
9	25	1	4.0	14	56.0	9	36.0	1	4.0
10	44	2	4.5	19	43.2	17	38.6	6	13.6
11	17	1	5.9	6	35.3	9	52.9	1	5.9
12	11	2	18.2	4	36.4	4	36.4	1	9.1
Total	140	9	6.4	61	43.6	55	39.3	15	10.7

Objective 1.2

Objective 1.2 states that 70% of the pupils tested as part of Objective 1.1 and who are in project schools will maintain their posttest levels of the Oral Production subtest of the LAS. To determine follow-up pupils, computer files containing pupil test and attendance data were created and maintained. Pupils were identified to be followed up who had a Spring 1986 LAS score of 3 or below, a Spring 1987 LAS score, and had an adequate number of attendance days to be icluded in the 1986-87 evaluation sample. There were 71 pupils who met these criteria. Data analysis showed that 34 of these pupils were enrolled in 9 of the 10 project schools in grades 6 through 11 during the 1987-88 school year. Table 3 shows the average posttest (Spring 1987) score, the average Spring 1988 score, and the average difference between the two scores. The difference scores show that posttest levels of the Oral Production subtest were maintained or improved at each grade level. Further analysis showed that when the Spring 1987 (posttest) LAS score was compared to the Spring 1988 LAS score, 97.1% of the 34 pupils maintained (58.8%) or improved (38.2%) their posttest level. Thus, Objective 1.2 was achieved.

Table 3

Average LAS Difference Score of
Follow-Up Pupils By Grade Level

Grade	N	Average Spring 1987	Average Spring 1988	Difference
6	2	2.0	2.0	0.0
7	4	2.8	3.0	0.3
8	4	2.8	2.8	0.0
9	9	2.3	2.9	0.6
10	8	2.4	3.0	0.6
11	7	3.0	3.3	0.3
Total	34	2.6	2.9	0.4

Note. Due to rounding the average difference does not always equal the exact difference between the Spring 1987 and Spring 1988 score.

Objective 1.3

The evaluation design calls for testing pupils' reading and mathematics skills at 12-month intervals and requires a report of the academic growth of project pupils and a comparable group of non-project pupils. There were no achievement scores for a comparable group of non-project pupils. Therefore, the academic growth in reading and mathematics relative to a non-project group was not possible, and Objective 1.3 was not assessed. Mathematics and reading achievement data were collected at 12-month intervals on project pupils and maintained on computer files.

Pupil performances in reading and mathematics were assessed with the Brigance Diagnostic which is a series of assessment inventories of developmental and academic skills published by Curriculum Associates, Inc. The tests are designed for use in programs serving pupils with special needs. These tests yield a criterion-referenced grade placement score (e.g., grade placement score of 9 indicates a 9th grade placement.) Reading performance was assessed with three subtests from the Inventory of Essential Skills (Brigance, 1981). These were: (a) Word Recognition which is composed of 10 words for each grade level from preprimer through grade 10; (b) Oral Reading which is composed of an article for each grade level from two through 11; and (c) Reading Comprehension which is composed of nine articles. On the latter test pupils respond to five multiple choice questions for each of the articles. Each article corresponds to a grade placement level from three through 11. The questions assess facts and details (9 items), sequence (9 items), cause and effect (9 items), vocabulary (9 items), and main idea (9 items) of an article the pupil reads. There is a total of 45 items on the Reading Comprehension subtest.

Mathematics performance was assessed with two subtests of the Comprehensive Inventory of Basic Skills (Brigance, 1983). These were: (a) Math Computations which is composed of four computational skills for each grade level from one through eight making a total of 32 items; and (b) Math Word Problems which are composed of three word problems for each grade level from two through eight making a total of 21 items.

Pupils who were served by the project 114 or more days and who had both a Spring 1987 and a Spring 1988 test score were included in an analysis of Brigance test data. There was a total of 155 pupils with reading scores and 156 pupils with mathematics scores. The average pretest, posttest, and change score for the reading grade placement tests (i.e., Word Recognition, Oral Reading, and Reading Comprehension) and total Reading Comprehension items correct as well as total items correct for the main idea and vocabulary questions are presented in Table 4. Table 5 contains the average pretest, posttest, and change score in grade placement and total items correct for Math Computations and Word Problems by grade level. The data in these tables indicate pupils were performing considerably below grade level in both reading and mathematics at all grade levels on both the pretest and the posttest. These data give ample evidence of the educational needs of these pupils.

In an attempt to speak to Objective 1.3 a t test for matched samples was used to determine if the gains of project pupils in reading and mathematics were statistically significant ($p<.05$). From the achievement data collected, the 45-item Reading Comprehension total and the 21-item Math Word Problems total required the higher level skills in these two curricular areas. These subtests were selected a priori to assess the gain in reading and mathematics. The results of this analysis showed that pupils made statistically significant ($p<.01$) gains in both reading and mathematics during the 12-month period. Table 6 contains the results of this analysis.

Further analysis using appropriate statistical techniques showed that the reading subtests results were statistically significant ($p<.05$) for all reading subtests. In addition, the Math Word Problem grade placement scored was statistically significant. The only subtest not showing statistically significant change was Math Computations.

Table 4

Average Reading Pretest, Posttest, and Change Scores By Grade For Word Recognition Grade, Oral Reading Grade, Reading Comprehension Grade, Reading Comprehension Item Total, Vocabulary Item Total, and Main Idea Item Total

		Pretest (Spring 1987)						Posttest (Spring 1988)						Change					
Gr.	N	Word Recog. Grade	Oral Read. Grade	Comp. Grade	Comp. Item Total	Vocab. Item Total	Main Idea Item Total	Word Recog. Grade	Oral Read. Grade	Comp. Grade	Comp. Item Total	Vocab. Item Total	Main Idea Item Total	Word Recog. Grade	Oral Read. Grade	Comp. Grade	Comp. Item Total	Vocab. Item Total	Main Idea Item Total
7	22	2.4	2.2	2.4	1.5	.3	.4	3.5	3.0	2.7	3.1	.5	.5	1.2	.8	.3	1.5	.2	.2
8	23	2.7	2.3	2.3	1.4	.3	.3	3.8	3.2	2.7	3.3	.7	.7	1.0	.9	.3	1.8	.4	.4
9	30	4.4	3.9	3.4	6.4	1.2	1.3	4.7	4.0	3.4	5.7	1.2	1.4	.3	.1	.0	-.6	.0	.1
10	46	4.1	3.5	2.6	2.3	.4	.5	4.7	4.0	3.2	5.7	1.1	1.2	.5	.5	.6	3.3	.7	.7
11	21	5.3	5.0	3.2	6.0	1.1	1.2	5.5	5.4	3.4	6.5	1.2	1.3	.2	.4	.1	.4	.1	.0
12	13	7.1	5.3	3.0	4.7	1.0	.8	6.7	6.2	5.2	15.5	3.2	3.2	-.4	.9	2.2	10.8	2.2	2.4

Note. Due to rounding the change score does not always equal the exact difference between pretest and posttest scores.

Table 5

Average Mathematics Pretest, Posttest, and Change Scores By Grade
For Math Computations Grade, Math Computations Total, Word Problem Grade,
And Word Problem Total

		Pretest (Spring 1987)				Posttest (Spring 1988)				Change			
Grade	N	Math Compu. Grade	Math Compu. Total	Word Prob. Grade	Word Prob. Total	Math Compu. Grade	Math Compu. Total	Word Prob. Grade	Word Prob. Total	Math Compu. Grade	Math Compu. Total	Word Prob. Grade	Word Prob. Total
7	23	4.1	14.8	2.5	3.8	4.3	16.5	2.9	5.1	.3	1.7	.4	1.3
8	23	4.3	15.7	2.3	3.1	4.7	17.3	3.2	5.7	.3	1.6	.9	2.6
9	30	4.1	14.9	2.9	4.8	4.1	15.2	3.5	6.6	.0	.3	.6	1.7
10	47	4.7	17.3	3.7	6.7	4.4	16.4	4.1	8.1	-.3	-.9	.4	1.4
11	20	3.7	13.6	3.3	5.7	4.0	14.1	3.9	7.4	.3	.5	.6	1.8
12	13	4.2	15.5	3.8	7.0	3.7	13.9	4.7	9.5	-.5	-1.6	.9	2.5

Note. Due to rounding the change score does not always equal the exact difference between pretest and posttest scores.

Table 6

Average Pretest, Posttest, and t Value For Reading Comprehension Total and Math Word Problem Total

Test	N	Spring 1987 Pretest $\bar{X}$	SD	Spring 1988 Posttest $\bar{X}$	SD	t test
Reading Comp. Total	155	3.3	6.5	5.9	11.0	3.02*
Math Word Prob. Total	156	5.3	5.1	7.0	5.3	5.26*

* $p < .01$

Objective 1.4

Objective 1.4 requires that a report be prepared describing the educational background of project pupils and the project services they received during the 1987-88 school year. This report is presented in the following paragraphs.

Description of Pupils Served.

An analysis of the project Service File for 1987-88 showed that 390 pupils were served by the project. Table 7 shows the grade and gender of project pupils. There were complete enrollment, attendance, and instruction data on 386 of these pupils. Table 8 gives the averages for days of enrollment, days of attendance, hours of instruction per week, and days of instruction per week. The average rate of attendance was 93.9%.

To facilitate the enrollment process and insure proper placement of LEP pupils new to the district, each new pupil reported to the Assessment Center prior to enrolling in school. These were the only project pupils on whom demographic data were collected during 1987-88. Demographic data were analyzed for a total of 167 pupils. The national origin of approximately 51% of pupils was Laos (26%) or Cambodia (25%). These national origin findings differ from prior evaluation results. In previous years, approximately 75% of pupils were from Loas or Cambodia and the apportionment of Cambodian pupils was approximately twice that of Laotion pupils.

The majority (71%) of pupils new to the district from a foreign country had not lived elsewhere in the United States before coming to Columbus. About 68% of the LEP pupils new to the district had been in the United States three years or less. Of these 167 pupils 80% were refugees.

Pupil Service Patterns.

As part of the project every pupil in grades 6-12 in the district whose primary or home language was other than English (PHLOTE) was assigned a 4-digit Service Designator. An explanation of the Service Designator is contained in Appendix B. A pupil was assigned a new Service Designator each time the pupil's service status changed. Therefore it was possible for a pupil to have more than one Service Designator during the project year.

Table 7

Grade and Gender of Project Pupils

Grade	Gender				Total	
	Female		Male			
	N	%	N	%	N	%
6	30	53.6	26	46.4	56	14.4
7	16	27.6	42	72.4	58	14.9
8	22	38.6	35	61.4	57	14.6
9	35	46.1	41	53.9	76	19.5
10	38	48.7	40	51.3	78	20.0
11	19	50.0	19	50.0	38	9.7
12	9	33.3	18	66.7	27	6.9
Total	169	43.3	221	56.7	390	100.0

Table 8

Average Enrollment, Attendance, Hours of Instruction Per Week, and Days of Instruction Per Week For Project Pupils

Grade	N	Average			
		Enrollment	Attendance	Hours Per Week	Days Per Week
6	55	122.4	116.6	6.5	5.0
7	58	111.0	101.9	5.4	5.0
8	57	109.5	103.1	5.3	5.0
9	76	112.0	105.4	6.6	4.9
10	77	113.9	106.0	5.9	4.8
11	38	117.5	112.7	5.1	4.8
12	25	126.5	118.7	4.4	4.8
Total	386	114.8	107.8	5.8	4.9

An analysis of the Service Designators on the Service File revealed the following.

1. The project began with 291 pupils with 99 pupils added during the year. One of these 99 pupils had previously been mainstreamed.

2. Pupils tended to continue service throughout the project year. Of the 390 pupils served, 25 pupils exited the program. Fourteen of these pupils were mainstreamed.

3. Service File information was maintained on an unduplicated count of 766 PHLOTE pupils in grades 6-12 during the 1987-88 project year.

Pupil Educational Background.

Years of schooling in a foreign country were available for 165 pupils. Table 9 provides these data by grade level. These data show that pupils were considerably behind their American peers in years of education. Approximately 39% of pupils had no schooling prior to coming to the United States.

Instructional Materials and Methods.

Books and workbooks focusing on reading, writing, and vocabulary were utilized in the project. All materials were reviewed and assessed by the two project coordinators to assure the appropriateness of materials being used.

Instruction in Language Development areas of reading/English, listening, speaking, and writing were provided by project teachers. Tutoring was provided in Subject Matter areas of English/reading, mathematics, science, and social studies by bilingual instructional aides. Native Language Instruction also was provided by bilingual aides.

To determine the amount of time spent on specific activities, the locally developed Pupil Instructional Log (Appendix C) was administered during the week of December 7-11, 1987 and March 7-11, 1988. The number of minutes during a week that instruction was provided to each project pupil in the Subject Matter areas of reading/English, math, science, and social studies and Language Development areas of reading/English, listening, speaking, and writing were recorded by project teachers. The amount of time Native Language Instruction was provided to pupils also was reported. An analysis of data showed that pupils received approximately 228 minutes (3.8 hours) of Language Development instruction during a week from project teachers. Bilingual aides tutored pupils in Subject Matter areas approximately 92 minutes (1.5 hours) a week and provided Native Language Instruction to pupils an average of seven minutes during a week. Table 10 shows the average minutes per week of instruction provided to pupils in the areas of Language Development, Subject Matter, and Native Language Instruction at each project school. The native language instruction provided depended on the native language of the bilingual aide and the native language of pupils served in a school. Walnut Ridge did not have a bilingual aide.

Table 9

Years of Schooling in Foreign Country
Reported by Grade Level

Pupils' Grade	N	Years of Schooling in Foreign Country											
		0	1	2	3	4	5	6	7	8	9	10	11
6	20	7	2	1	1	1	5	2	0	1	0	0	0
7	33	13	3	1	2	1	2	6	4	0	1	0	0
8	33	12	0	3	0	1	4	4	3	3	3	0	0
9	33	17	0	2	0	0	1	1	3	3	5	0	1
10	20	9	0	1	3	2	0	1	0	1	1	2	0
11	18	5	0	1	1	2	0	1	0	0	1	5	2
12	8	2	0	1	1	0	1	1	0	0	1	0	1
Total	165	65	5	10	8	7	13	16	10	8	12	7	4

Table 10

Average Minutes Of Instruction Per Week In Areas Of
Language Development, Subject Matter, and Native
Language Instruction

Grade	Average Minutes Per Week		
	Language Development Area	Subject Matter Area	Native Language Instruction
6	286	98	4
7	243	78	4
8	252	105	4
9	201	76	13
10	214	117	9
11	198	97	9
12	186	55	4
Total	228	92	7

Project Personnel Serving The Pupils.

Three teachers and 11 tutors provided project pupils with instruction in English as a Second Language. These personnel were certified in the areas of ESL, English and/or elementary education. The average degree level of these instructors was a BA+. Their total years of teaching experience ranged from 1 to 23 years with an average of 5.8 years. The two project coordinators had MA degrees and permanent ESL certificates. Their combined teaching experience was 39 years. All 11 bilingual aides serving in the project were licensed by the State of Ohio as instructional aides.

Objective 1.5

Objective 1.5 requires that a report be prepared describing a set of significant educational events that occurred in the lives of project pupils and a comparable group of non-project pupils. The report is contained in the following paragraphs.

The capability to establish a comparable non-project group of bilingual pupils is data dependent. First, there must be an adequate number of pupils who are in need of service, but who are not served. Second, the pupils in the comparison group must be similar to the project group in terms of variables such as age, grade, and sex. This is particularly true if the variables on which comparisons are to be made are developmental in nature. For example, if a comparison between the dropout rates for project and non-project pupils is to be made, pupils in both groups must have substantially the same age level distribution. In Ohio, a pupil cannot dropout before reaching the age of 16 which is approximately the 10th grade. Analyses of demographic variables on the Service File revealed that it was not possible to develop a comparable non-project group of pupils. There was a substantial difference in grade and a statistical significant difference by age, for pupils who received the project treatment and a possible comparison group of non-project pupils. On average the project pupils were more than 1.2 years older than non-project pupils who were judged to be in need of project services.

Analyses were carried out with project pupils on the variables specified in Objective 1.5. When possible, interpretive data are presented. There were 257 pupils who received the project treatment (i.e., 114 service days) and were included in the analyses.

Grade Retention.

Retention data were available for 208 of the 257 pupils receiving project treatment. Table 11 shows the number and percent of project pupils retained at each grade level along with the districtwide percent of retentions at each grade level. Districtwide retention data were obtained from the district's Department of Desegregation Monitoring. No project pupils were retained at grades six or eight. The districtwide retention rate for grades 6-12 was 5.1% during 1987-88 compared to 5.3% for project pupils.

Dropout Data.

An analyses of data for 257 project pupils who received the project treatment revealed that no middle school pupils dropped out of school. At the high school, seven (4.6%) of the 152 high school pupils dropped out of school. The dropout rate for high schools districtwide was 7.15% during the 1987-88 school year according to statistics obtained from the district's Department of Pupil Personnel. This is an encouraging sign since project pupils tend to have poorer educational backgrounds than their peers.

Table 11

Frequency And Percent Of Pupil Retentions By Grade Level For Pupils Who Received The Project Treatment And All District Pupils During 1987-88

	Project Retentions			District Retentions		
Level	N	f	%	N	f	%
6	33	0	0.0	5,002	250	5.0
7	30	1	3.3	4,837	188	3.9
8	31	0	0.0	4,527	123	2.7
9	43	3	7.0	5,480	554	10.1
10	48	4	8.3	4,551	325	7.1
11	22	2	9.1	3,923	313	3.3
12	1	1	100.0	3,081	9	.3
Total	208	11	5.3	31,277	1,580	5.1

Absenteeism.

Absenteeism is reported in terms of project attendance rate. Data were available for 386 of 390 pupils enrolled in the project. Table 12 shows the average days of enrollment and attendance, and attendance rate for these pupils.

The attendance rate was greatest at grade 11 (95.9%) and grade 6 (95.3%). The overall attendance rate for project pupils was 93.9%. The school attendance rate districtwide for middle schools (grades 6-8) was 90.5% and for high schools (grades 9-12) was 87.6%. Data indicated that there was considerably less project absenteeism among project pupils than school absenteeism for the general pupil population in grades 6 through 12.

Referral to Special Education.

Data analysis revealed requests for referral to special education for two eighth grade pupils during the 1987-88 school year. Additional analysis showed that three project high school pupils were enrolled in special education classes at the start of the 1988-89 school year.

Placement in a Gifted Program.

Data analysis revealed no pupils were enrolled in the Gifted and Talented Program at the start of the 1988-89 school year.

Post Secondary Education.

No data were available regarding post secondary education activities of project pupils. The school district file from which these data could be obtained was not yet updated at the time this report was prepared.

Table 12

Average Days of Enrollment, Attendance,
and Attendance Rate For Project Pupils During 1987-88

Grades	N	Average Enrollment	Average Attendance	Attendance Rate
6	55	122.4	116.6	95.3
7	58	111.0	101.9	91.8
8	57	109.5	103.1	94.2
9	76	112.0	105.4	94.1
10	77	113.9	106.0	93.1
11	38	117.5	112.7	95.9
12	25	126.5	118.7	93.8
Total	386	114.8	107.8	93.9

Objective 1.6

The 14 program teachers completed a survey, the Teacher Inservice Evaluation Form (Appendix D), to assess the value of inservice training provided during the program year. An analysis of the data obtained from this survey indicated that 100% of the teachers surveyed reported that the inservice was worthwhile (Item 10). However, 85.7% indicated the inservice assisted them in understanding the Indochinese culture (Item 8). Only 78.6% of teachers indicated that inservice had assisted them in developing effective classroom management techniques for Indochinese students (Item 9). While all project teachers rated the inservice as valuable, the criteria specified in Objective 1.6, all (100%) project teachers will report that project inservice was valuable in assisting them in understanding the pupils' cultural background and developing effective classroom techniques for project pupils, was not achieved. The responses to Items 1-10 of the Teacher Inservice Evaluation Form are summarized in Table 13. Teachers' suggestions for improving the inservice included: more speakers from Georgetown University; more in the way of how to use Bilingual aides; more curricular materials and strategies and less cut and paste activities; more about dealing with parents, understanding cultures, and developing management skills. In addition, teachers wanted more time to just discuss ideas and problems and wanted opportunity to observe other programs. They felt that inservice programs were informative and liked the chance to get together with coworkers as it made them feel part of a special program.

Table 13

Percent of Respondents Rating Items of
Teacher Inservice Evaluation Form

Item	N	Percent of Respondents Yes	No
Overall, did the inservice programs provided this year:			
1. Give an adequate explanation of the Bilingual Program?	14	92.9	7.1
2. Allow you to discuss the instructional methods with other program teachers?	14	92.9	7.1
3. Assist you in locating suitable educational materials for use with program students?	14	85.7	14.3
4. Allow for discussion of problems and concerns related to program implementation?	14	92.9	7.1
5. Assist you in providing workable strategies for developing student literacy in English?	14	78.6	21.4
6. Assist you in working with bilingual aides?	14	78.6	21.4
7. Assist you in working with parents of program students?	14	78.6	21.4
8. Assist you in understanding the Indochinese culture?	14	85.7	14.3
9. Assist you in developing effective classroom management techniques for Indochinese students?	14	78.6	21.4
10. Prove to be of value to you?	14	100.0	0.0

Objective 1.7

The 11 bilingual aides completed a survey, the Bilingual Aides Inservice Evaluation Form (Appendix E), to assess the value of inservice training provided during the program year. An analysis of the data obtained from this survey indicated that the criteria specified in Objective 1.7 was achieved. Of the aides surveyed, 100% reported that project inservice was of value to them (Item 10). This finding is further substantiated by the responses to the remaining survey items summarized in Table 14. Suggestions for improving the inservice programs included more frequent inservice sessions, and for teachers and aides to share feelings about progress they're making. Aides reported that they liked ESL and felt pupils benefited from it.

Table 14

Percent of Respondents Rating Items of
Bilingual Aides Inservice Evaluation Form

Item	N	Percent of Respondents Yes	No
Did the inservice programs provided this year:			
1. Give an adequate explanation of the Bilingual Program?	11	100.0	0.0
2. Give you a better understanding of good study methods for students?	11	100.0	0.0
3. Assist you in locating suitable educational materials for use with program students?	11	100.0	0.0
4. Allow you to discuss your problems and concerns related to the Bilingual Program?	11	100.0	0.0
5. Assist you in tutoring students in content areas (history, arithmetic)?	11	100.0	0.0
6. Assist you in working with program teachers?	11	100.0	0.0
7. Assist you in working with parents of program students?	11	100.0	0.0
8. Assist you in understanding other Indochinese cultures?	11	72.7	27.3
9. Assist you in developing effective classroom management techniques for Indochinese students?	11	100.0	0.0
10. Prove to be of value to you?	11	100.0	0.0

Objective 1.8

The locally developed Non-Project Staff Survey (Appendix F) provided an opportunity for a sample of non-project staff to rate the degree of improvement that each project pupil had achieved in oral English proficiency. Since it was not known which teachers had project pupils in their classes, the ESL Teacher at each project school distributed surveys to teachers who had one or more project pupils in their classes.

Using a scale of 1 = no improvement; 2 = some improvement; 3 = marked improvement; and U = unable to observe; the staff member was asked to rate a pupil's improvement in comprehension, fluency, vocabulary, pronunciation, grammar, as well as, overall proficiency in oral English. Definitions of these English proficiency areas were as follows:

Comprehension - Ability to understand everyday conversation, and to grasp the meaning and significance of the words spoken.

Fluency - Ability to converse with effortless and smooth speech.

Vocabulary - Appropriate use of an adequate number of words in speech.

Pronunciation - Ability to speak in an intelligible manner with appropriate intonation.

Grammar - Use of proper inflection, syntax, and word order.

Overall Proficiency - Overall level of mastery of the five areas above and the integration of these areas into the pupil's oral English.

The survey was administered during May 1988 in the 10 project schools. At the high school level, 97 surveys were returned and at the middle school level, 52 surveys were returned. Of the 372 project pupils who were rated, 293 (78.8%) were rated from one to seven times by the 149 non-project staff in one or more of the six areas of oral English proficiency. Table 15 summarizes at each school the number and percent of project pupils rated.

Table 16 shows the number and percent of ratings for English proficiency areas by school and project total. There was a total of 669 ratings in overall proficiency for the project. Of these ratings, 86.0% were for some improvement (45.7%) or marked improvement (40.3%).

The achievement of Objective 1.8 was determined by the percent of raters reporting improvement in English proficiency for project pupils. Data analysis showed that of the 149 raters, 115 (77.2%) reported improvement in the English proficiency of 86.0% of the project participants. These data are summarized by school in Table 17. In fact, 101 (67.8%) of the raters reported improvement in English proficiency for 100% of the pupils rated. The criterion, that 70% or more of a sample of non-project staff in project schools will report improvement in English proficiency of at least 80% of the project participants, was achieved for the overall project. However the 70% criterion was not achieved at Mohawk Middle School, Eastmoor High School, or West High School (see Table 17).

Table 15

Number and Percent of Project Pupils Rated by School

School	Number of Pupils	Number Pupils Rated	Percent Pupils Rated
Champion	54	48	88.9
Crestview	36	31	86.1
Hilltonia	34	32	94.1
Mohawk	28	18	64.3
Middle School Total	152	129	84.9
East	38	19	50.0
Eastmoor	36	26	72.2
Linden McKinley	42	37	88.1
South	25	19	76.0
Walnut Ridge	36	30	83.3
West	43	33	76.7
High School Total	220	164	74.5
Project Total	372	293	78.8

Table 16

Number and Percent of Ratings for Each English Proficiency Area Reported by School

School	Comprehension			Fluency			Vocabulary			Pronunciation			Grammar			Overall		
	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Champion	11	44	59	18	51	46	19	51	46	19	55	42	21	55	39	18	46	46
Crestview	3	29	22	12	20	21	13	19	22	12	21	20	11	19	20	10	25	21
Hilltonia	19	37	50	24	47	33	27	45	33	27	41	35	28	45	29	22	48	36
Mohawk	3	19	4	7	12	4	5	14	5	7	16	3	5	17	1	6	17	2
Middle School Total	36	129	135	61	130	104	64	129	106	65	133	100	65	136	89	56	136	105
Percent	12.0	43.0	45.0	20.7	44.1	35.3	21.4	43.1	35.5	21.8	44.6	33.6	22.4	46.9	30.7	18.9	45.8	35.4
East	1	13	22	2	17	14	2	15	14	2	15	14	1	12	15	1	19	17
Eastmoor	8	29	33	11	33	23	12	32	23	13	33	21	18	29	18	11	33	23
Linden McKinley	6	27	41	9	36	30	5	36	32	5	39	26	9	33	29	5	32	35
South	2	13	13	4	14	8	4	15	11	5	10	11	3	14	8	3	17	10
Walnut Ridge	4	21	56	10	32	43	9	27	41	9	36	38	10	31	27	6	37	41
West	17	28	25	19	26	22	19	33	21	23	26	21	20	24	26	26	32	24
High School Total	38	131	190	55	158	140	51	158	142	57	159	131	61	143	123	52	170	150
Percent	10.6	36.5	52.9	15.6	44.8	39.7	14.3	44.3	39.8	16.4	45.8	37.8	18.7	43.7	37.6	14.0	45.7	40.3
Project Total	74	260	325	116	288	244	115	287	248	122	292	231	126	279	212	108	306	255
Project Percent	11.2	39.5	49.3	17.9	44.4	37.7	17.7	44.2	38.2	18.9	45.3	35.8	20.4	45.2	34.4	16.1	45.7	38.1

Note. Rating Scale: 1=No Improvement; 2=Some Improvement; 3=Marked Improvement

Table 17

Number and Percent of Non-Project Staff
Rating At Least 80% of the Pupils As Improved
Reported By School

School	Number of Raters	Number Rating Improvement	Percent Rating Improvement
Champion	16	12	75.0
Crestview	10	8	80.0
Hilltonia	18	14	77.8
Mohawk	8	4	50.0
Middle School Total	52	38	73.1
East	12	12	100.0
Eastmoor	18	12	66.7
Linden McKinley	18	17	94.4
South	12	11	91.7
Walnut Ridge	17	16	94.1
West	20	9	45.0
High School Total	97	77	79.4
Project Total	149	115	77.2

Summary/Recommendations

Table 18 provides a summary of the attainment of objectives for the 1987-88 project year. All evaluative criteria were attained for five of the eight objectives. Evaluative criteria for Objectives 1.1 and 1.6 where not met. Objective 1.3 was not assessed because achievement data were not available for a comparable group of non-project pupils.

In Objective 1.1, growth in English language skills was assessed with the Oral Production subtest of the Language Assessment Scales (LAS; Duncan and De Avila, 1982) Level II, Form A. The LAS was not administered in October 1987, therefore the growth between October 1987 and May 1988 could not be assessed. Instead an analysis of Spring 1987 and Spring 1988 was conducted to determine if the pretest-posttest growth on the LAS was at least one level. A total of 140 pupils had a Spring 1987 score of 3 or less, a Spring 1988 score, and 114 or more days of service. Results showed that 50% (70) of these pupils gained one or more levels on the Oral Production subtest between Spring 1987 and Spring 1988. Since the 70% criterion was not met, Objective 1.1 was not achieved.

Objective 1.2 states that 70% of pupils tested in Objective 1.1 who are in project schools will maintain their posttest levels on the LAS. There were 71 pupils who met the test and attendance criteria. Of these pupils, 34 were enrolled in project schools. When the Spring 1987 (posttest) LAS score was compared to the Spring 1988 LAS score, 97.1% of the 34 pupils maintained or improved their posttest level. The specific criteria for Objective 1.2 was achieved.

Since a comparable group of non-project pupil achievement data was not available, Objective 1.3 was not assessed as stated in the design. Project pupils' performance in reading and mathematics was assessed with the Brigance Diagnostic Comprehensive Inventory of Essential Skills (Brigance, 1983) and Inventory of Essential Skills (Brigance, 1981) respectively. Pupils who were served by the project 114 or more days and who had Spring 1987 and Spring 1988 scores were included in the *t* test analysis of Brigance reading and mathematics test data. A total of 155 pupils had reading test scores and 156 pupils had mathematics test score. The total items correct for Reading Comprehension and Mathematics Word Problems were selected *a priori* to determine statistical gains in reading and mathematics. The *t* test analysis revealed that gains made in reading and mathematics by project pupils were statistically significant ($p<.01$).

Objective 1.4 requires that a report be prepared describing the educational background of pupils and the project services that they received. Of the 390 pupils served, 171 were at middle schools and 219 were at high schools and 56.7% of all pupils were male. Approximately 39% of pupils new to the district had no schooling prior to coming to the United States. Instruction in language development was provided to project pupils approximately 228 (3.8 hours) minutes during a week. Bilingual aides tutored pupils in subject matter areas approximately 92 (1.5 hours) minutes per week and provided native language instruction an average of seven minutes during a week. In addition to pupils served by the project, information was maintained on a computer file for 766 secondary pupils in the district whose primary or home language was other than English (PHLOTE). The requirements for Objective 1.4 were met.

Table 18

Summary of Attainment of the 1987-88 Evaluation Criteria

Objective		Criteria	Attained	Not Attained	Not Assessed
1.1	English Lang. Proficiency	70% of students enrolled for 80% of program days and scoring 3 or below on pretest will show growth of one or more levels on posttest.		X	
1.2	Follow up of English Lang. Proficiency	70% of pupils tested in Objective 1.1 will maintain posttest levels.	X		
1.3	Academic Achievement	Project pupils enrolled 80% of days project operates will show statistically significant gain in reading and math compared to comparable non-project pupils.			X[a]
1.4	Instructional Information	Report of project pupils educational background; project activities, materials, and methods; time spent on activities; project entering and exiting dates; and project personnel serving pupil.	X		
1.5	School Demographics and Events	Report of project and comparable non-project pupils' grade retentions; dropout rate; absenteeism; and other events such as referral to special education, placement in gifted program, and post-secondary education.	X		
1.6	Teacher Inservice	100% of teachers will report inservice training worthwhile and assisted them understanding Indochinese culture and developing effective classroom technique.		X	
1.7	Aide Inservice	100% of bilingual aides will report inservice was valuable to them in carrying out their job responsibilities.	X		
1.8	English Proficiency	70% of sample of non-project staff will report improvement in English proficiency of 80% of project participants.	X		

[a]No comparable group achievement data were available

Objective 1.5 requires a report describing significant educational events that occurred in the lives of project pupils and a comparable group of non-project pupils. Analyses of demographic variables revealed that it was not possible to develop a comparable group of non-project pupils. However, analyses were carried out on the six variables specified in Objective 1.5 for 257 project pupils who received the project treatment. The retention rate of project pupils was 5.3% compared to 5.1% for pupils districtwide. The dropout rate was 4.6% for high school project pupils and 7.2% districtwide. Data showed less project absenteeism among project pupils than for the general pupil population for their regular school program. Two pupils were referred to Special Education. No pupils were enrolled in the Gifted and Talented Program. No data were available regarding post secondary education of project pupils. A report on all variables identified was made for project pupils, thus the requirements were met for Objective 1.5.

Data analyzed for Objective 1.6 showed that all teachers surveyed reported that the inservice was worthwhile, however not all teachers reported inservice assisted them in developing effective classroom management techniques for Indochinese students, or assisted them in understanding the Indochinese culture. Thus, Objective 1.6 was not achieved.

All bilingual aides reported that project inservice was of value to them in carrying out their job responsibilities. Thus, Objective 1.7 was achieved.

Results of data analyses for Objective 1.8 showed that from a sample of non-program staff, 77.2% reported improvement in the English proficiency of more than 80% of project participants. In fact of the 149 raters, 101 (67.8%) reported improvement in 100% of the project pupils rated. Objective 1.8 was achieved.

In reviewing information obtained from the formal evaluation activities specified in the design as well as informal evaluation activities, there is evidence that project pupils were considerably behind their American peers in years of schooling. According to the project supervisor, the numbers of refugee children entering the school district without any schooling in their native culture continue to increase each year. Pupils enrolled in the project did demonstrate some growth in oral language. Gains made by project pupils in reading and mathematics were statistically significant ($p<.01$).

Over the two years of the project, the project had 15 objectives. Of this number 10 (66.7%) were achieved, 3 (20.0%) were not assessed, and 2 (13.3%) were not achieved.

Evaluation findings support the need for continuing to provide educational opportunities to limited English proficient pupils. Therefore it is recommended that efforts continue to find funding sources and identify methods for serving LEP pupils.

Reference

Brigance, A.H. Inventory of Essential Skills. North Billerica, Massachusetts: Curriculum Associates, Inc., 1981.

Brigance, A.H. Inventory of Essential Skills. North Billerica, Massachusetts: Curriculum Associates, Inc., 1983.

Duncan, S. E. & De Avila, E. A. Language Assessment Scales (LAS). San Rafael, California: Linguametrics Group, 1982.

Appendix A

COLUMBUS PUBLIC SCHOOLS
BILINGUAL SECONDARY SCHOOL PROJECT

SERVICE FORM

DIRECTIONS: AS SOON AS THIS PUPIL IS NO LONGER BEING SERVED ACCORDING TO THE PRINTED SERVICE DESIGNATOR BELOW, COMPLETE THIS FORM, FOLD WITH CALENDAR, STAPLE, AND PUT IN SCHOOL MAIL.

IF THE PUPIL CONTINUES IN YOUR SCHOOL BUT IS BEING SERVED ACCORDING TO A DIFFERENT SERVICE DESIGNATOR, ALSO COMPLETE AND MAIL AN ADD FORM AND START A NEW CALENDAR FOR THE PUPIL.

STUDENT NO. ------ STUDENT NAME ----------

GRADE -- BIRTH DATE -------- MO DA YR

SCHOOL CODE --- SCHOOL NAME ----------

TEACHER/TUTOR NAME ----------

SERVICE DESIGNATOR ----

DATE BEGAN SERVICE UNDER ABOVE DESIGNATOR : : : : : : :

DAYS OF PROJECT ENROLLMENT : : : :

DATE ENDED SERVICE UNDER ABOVE DESIGNATOR : : : : : : :

DAYS OF PROJECT ATTENDANCE : : : :

HOURS OF INSTRUCTION PER WEEK : : : . : :

DAYS OF INSTRUCTION PER WEEK : :

FOR EVALUATION SERVICES ONLY
VERIFIED ..... DATE ....

Appendix B

Columbus Public Schools
Bilingual Secondary School Project

SERVICE DESIGNATOR DESCRIPTION

Each PHLOTE pupil in the school district will be assigned a 4-digit Service Designator. Service Designators will be assigned by members of the project staff. The Service Designator is determined by entering the appropriate number in each of the boxes below lettered A through D. **EACH BOX MUST CONTAIN A SINGLE DIGIT NUMBER FROM THE LIST FOR THAT BOX.** In most cases Box B (need for service) will be determined through the project's specified assessment procedures. In some cases (e.g., parent refusal for assessment services) professional judgment will be used. **For letter C only, a pupil may fall into more than one category. In this case, use the first appropriate number as you move down from the top of the list.** To see if you have coded a possible Service Designator, check the diagram on the following page.

Service
Designator

A. |__| 1 = Center School; 2 = Tutor School; 3 = No Service School

B. |__| 1 = Needs LEP Project Service

2 = Does Not Need LEP Project Service

C. |__| 1 = Pupil 18 or Older Refused LEP Service

2 = Parent Refused LEP Service

3 = Pupil Under 18 Years of Age Refused LEP Service

4 = Served by LEP Project Teacher or Tutor - Only for Pupils with a 1 or 2 in A and a 1 in B above.

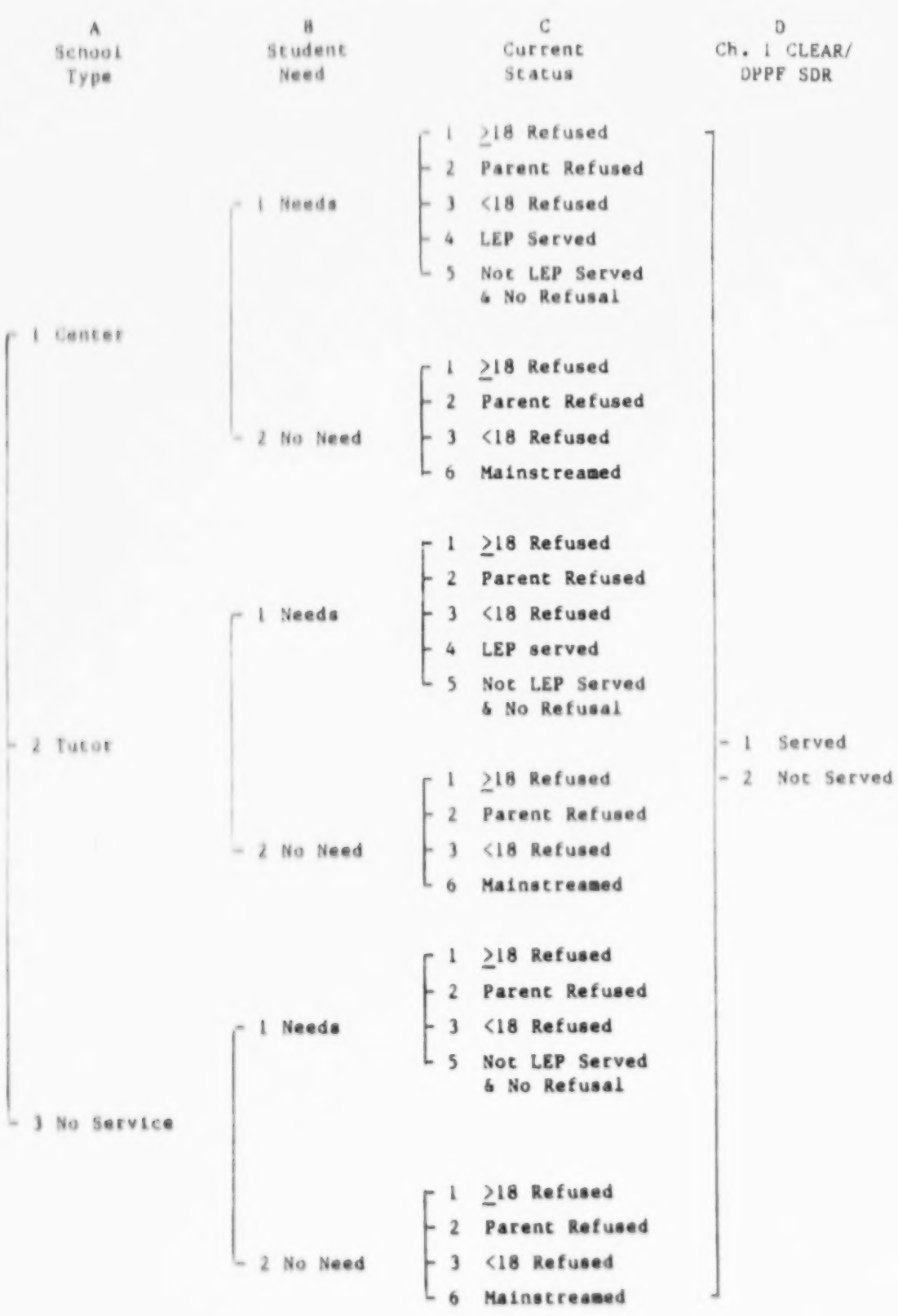
5 = Not LEP Served and No Refusal - Only for Pupils with a 1 in B above.

6 = Mainstreamed - Only for Pupils with a 2 in B above.

D. |__| 1 = Served by Chapter 1 CLEAR or DPPF Secondary Developmental Reading (SDR)

2 = Not Served by Chapter 1 CLEAR or DPPF Secondary Developmental Reading (SDR).

Diagram of Service Designators



Appendix C

Columbus Public Schools
Bilingual Secondary School Project

PUPIL INSTRUCTIONAL LOG

Teacher _____
Tutor _____
Bilingual Aide _____

Log Dates: From __/__/__ To __/__/__
mo day yr mo day yr

Student Number	Student Name	A. SUBJECT MATTER				B. LANGUAGE DEVELOPMENT				C. MINUTES OF NATIVE LANGUAGE INSTRUCTION
		Reading/ English	Math	Science	Social Studies	Reading/ English	Listening	Speaking	Writing	

Student numbers and student names will be pre-printed by Evaluation Services.

Appendix D

Columbus Public Schools
Bilingual Secondary School Project

TEACHER INSERVICE EVALUATION FORM

We would like your opinions regarding the project inservice presented this year. Please circle your response to each of the following questions. Your suggestions and comments would be greatly appreciated. When you have finished, fold and return this form to one of the coordinators. (Please do not put your name on the form.)

DID THE INSERVICE SESSIONS PROVIDED THIS YEAR:

1. Give an adequate explanation of the Bilingual Program? Yes No
2. Allow you to discuss instructional methods with other program teachers? Yes No
3. Assist you in locating suitable educational materials for use with program students? Yes No
4. Allow for discussion of problems and concerns related to program implementation? Yes No
5. Assist you in providing workable strategies for developing student literacy in English? Yes No
6. Assist you in working with bilingual aides? Yes No
7. Assist you in working with parents of program students? Yes No
8. Assist you in understanding the Indochinese culture? Yes No
9. Assist you in developing effective classroom management techniques for Indochinese students? Yes No
10. Prove to be of value to you? Yes No
11. What suggestions do you have for improving the inservice?

_____

_____

_____

12. Comments: _____

_____

_____

_____

EVALSRVCS/P535/INTTWF587
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Appendix E

Columbus Public Schools
Bilingual Secondary School Project

BILINGUAL AIDES INSERVICE EVALUATION FORM

We would like your opinions regarding the project inservice presented this year. Please circle your response to each of the following questions. Your suggestions and comments would be greatly appreciated. When you have finished, fold and return this form to one of the coordinators. (Please do not put your name on the form.)

DID THE INSERVICE SESSIONS PROVIDED THIS YEAR:

1. Give an adequate explanation of the Bilingual Program? Yes No
2. Give you a better understanding of good study methods for students? Yes No
3. Assist you in locating suitable educational materials for use with students? Yes No
4. Allow you to discuss your problems and concerns related to the Bilingual Program? Yes No
5. Assist you in tutoring students in content areas (history, arithmetic)? Yes No
6. Assist you in working with program teachers? Yes No
7. Assist you in working with parents of program students? Yes No
8. Assist you in understanding other Indochinese cultures? Yes No
9. Assist you in developing effective classroom management techniques for Indochinese students? Yes No
10. Prove to be of value to you? Yes No
11. What suggestions do you have for improving the inservice?

_____

_____

_____

12. Comments: _____

_____

_____

_____

Appendix F

Columbus Public Schools
Bilingual Secondary School Project

INDOCHINESE NON-PROJECT STAFF SURVEY

Position_____ School_____ Date_____

Subject Area(s) Taught_____ Grade Level(s) Taught_____

Directions

The purpose of this survey is to obtain information from school staff members concerning the degree of improvement in overall English proficiency made by project pupils during the current school year. On the reverse side of this form are the names of the project pupils in your building. First, mark a U to the left of the line number of those pupils you are unable to rate in any of the six areas on the survey. Then proceed through the names of the remaining pupils with whom you have had contact and complete the ratings. Use the rating scale below to rate the degree of improvement that each pupil has achieved in the six areas of Oral English Proficiency specified below. Pupils are not necessarily expected to have achieved a complete mastery of any of these areas; rather, you are being asked to rate the improvement in the areas. A brief description of the meaning of each area of oral English proficiency is also given below.

When you have completed this survey, please return it to your ESL teacher on or before May 6. Thank you for your time and effort in completing this survey!

Rating Scale

1 = No Improvement
2 = Some Improvement
3 = Marked Improvement
U = Unable to Rate Student

Areas of Oral English Proficiency

Comprehension - Ability to understand everyday conversation and to grasp the meaning and significance of the words spoken.

Fluency - Ability to converse with effortless and smooth speech.

Vocabulary - Appropriate use of an adequate number of words in speech.

Pronunciation - Ability to speak in an intelligible manner with appropriate intonation.

Grammar - Use of proper inflection, syntax and word order.

Overall Proficiency - Overall level of mastery of the five areas above and the integration of these areas into the pupil's oral English.

Secondary Bilingual Project

School _____

NON-PROJECT STAFF SURVEY

Student Name	Grade	Comprehension	Fluency	Vocabulary	Pronunciation	Grammar	Overall Proficiency
1.							
2.							
3.							
4.							
5.							
6.							
7.							
8.							
9.							
10.							
11.							
12.							
13.							
14.							
15.							
16.							
17. 50							
18.							
19.							
20.							

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